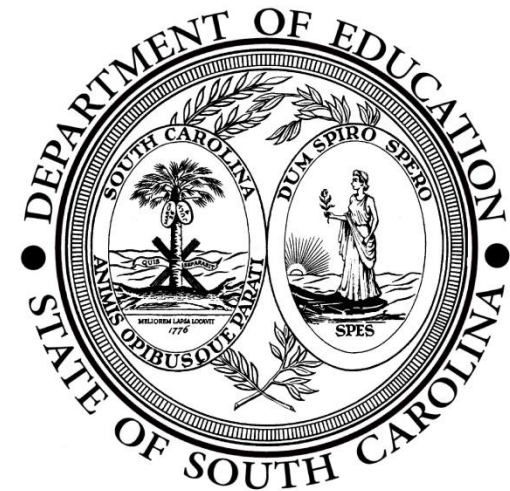


# Grade 8

## Friendship 9 – Investigation into the Friendship 9

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
July 2016



<b>Grade 8/South Carolina: One of the United States: Investigation into the Friendship 9</b>
This unit focuses on causation, a Social Studies skill, and reflection with text citation, literacy skills. Students will review a timeline and primary source documents in order to identify how racism or prejudice has been supported by custom or laws. These tasks will require critical thinking skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for 2-3 days of approximately 60 minutes per day of instruction.
<b>Standard(s) and/or Indicator(s)</b>
<p><b><u>Targeted:</u></b></p> <p><b>Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.</b></p> <p>8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.</p> <p>8-7.3 Explain changing politics in South Carolina, including the role of Strom Thurmond, the shift from the Democratic Party to the Republican Party, the increasing political participation of African Americans and women, and the passage of the Education Improvement Act (EIA).</p> <p><b><u>Embedded:</u></b></p> <p><b>Standard 8-3: The student will demonstrate an understanding of South Carolina’s role in the development of the new national government.</b></p> <p>8-3.3 Explain the basic principles of government as established in the United States Constitution.</p> <p><b>Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.</b></p> <p>8.5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau.</p> <p>8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.</p>
<b>“I Can” Statements</b>
<p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> <li>• <i>Day 1: I can analyze various primary and secondary sources that address peaceful efforts to integrate. (8-7.2)</i></li> <li>• <i>Day 1/2: I can formulate an evidence-based claim regarding peaceful efforts to integrate and defend the claim. (8-7.2)</i></li> </ul>

- *Day 2/3: I can create a solution to promote more inclusive participation in society and government. (8-7.3)*

### Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

- When prejudice and racism are supported by custom and law, what can be done to create a more inclusive society?

### Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Amendment
- Sit-in
- Lunch counter
- Jim Crow laws
- Custom

### Prior Knowledge

3-5.5, 5-5.3; Civil Rights Movement in South Carolina, Briggs v. Elliott, Desegregation of schools and other public facilities, Brown v. Board of Education, Martin Luther King, Jr., Rosa Parks, Malcolm X, the Voting Rights Act.

### Subsequent Knowledge

USHC 8-1; Civil Rights Movement including initial strategies, landmark court cases and legislation, the roles of key Civil Rights activities, the roles of key civil rights advocates, and the influence of the Civil Rights Movement on other groups seeking equality.

### Potential Instructional Strategies

**Day 1/2 Learning Target: I can analyze various primary and secondary sources that address peaceful efforts to integrate. (8-7.2) I can formulate an evidence-based claim regarding peaceful efforts to integrate and defend the claim. (8-7.2)**

**Warm Up:** As students come into the classroom, have students read: <http://friendship9.org/timeline/>. Students will join into a circle after they complete the reading. Teacher will then lead the “Why did they sit down?” activity, using the “Why Did They Sit Down” [Graphic Organizer](#). The teacher will give the handout to two-thirds of the students. Students will crumple the paper and will pass it in the direction the teacher signals; let this process continue for several seconds. Whichever students end up with a piece of paper when the time runs out should fill in number 1. Repeat the process, changing directions as directed by the teacher, while adding in remaining papers to random students, so that each student has a copy at the end of the activity. At the end of four/five rounds, have students share

responses. The teacher can also ask questions to activate previous student knowledge. Questions may include: “Why are they sitting down?” “What law are they breaking?” “What customs are they breaking?” “What is a sit-in?” Have you ever witnessed a sit-in or something similar?” “What crime are they charged with?”

**Practice Document Analysis/Debrief:** Students will now take the Friendship 9 Document apart to practice a document analysis. The teacher will provide the [Detectives Log](#) and help model the process. The teacher should facilitate the practice analysis, asking questions and offering scaffolding throughout.

**Student Document Analysis:** (Students can choose from the list. The number is up to the individual teacher. The teacher can be selective in what individual artifacts the students may use, although it is recommended to at least include numbers 1, 2, 3, 5, 6, and 10). The teacher will have students use the HSI Graphic Organizer.

Teacher will need to provide electronic and/or paper (when possible) access to the following documents.

- 1.) 14th Amendment: <https://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html>
- 2.) 15<sup>th</sup> Amendment: <https://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html>
- 3.) New York Times Article and Video on Exoneration: <http://www.nytimes.com/2015/01/29/us/south-carolina-court-clears-friendship-nine-in-1961-sit-in.html>
- 4.) CNN Video: <http://www.cnn.com/2015/01/28/us/south-carolina-friendship-nine-sit-in-convictions-vacated/>.
- 5.) Greensboro Sit-In: <http://www.history.com/topics/black-history/the-greensboro-sit-in>
- 6.) Jim Crow Laws: <http://www.sciway.net/afam/reconstruction/blackcodes.html>
- 7.) PBS Jim Crow: <http://www.pbs.org/wnet/jimcrow/php/scrabble.php?pic=1>
- 8.) Pictures/Political Cartoons/Etc. (\*Make sure students choose the same image(s) for analysis.):  
[http://library.mtsu.edu/tps/sets/Primary\\_Source\\_Set--Jim\\_Crow\\_in\\_America.pdf](http://library.mtsu.edu/tps/sets/Primary_Source_Set--Jim_Crow_in_America.pdf)
- 9.) Birmingham Jail: <http://www.thekingcenter.org/archive/document/letter-birmingham-city-jail-0>
- 10.) Lexington Grade Sit-In: <http://www.wistv.com/story/23851415/students-stage-sit-in-following-lexington-ones-recent-grading-changes>
- 11.) Congressional Sit-In: <http://www.cnn.com/2016/06/22/politics/john-lewis-sit-in-gun-violence/>

**Overall Reflection/Debrief:** Students will turn in their graphic organizer. Students will complete an exit slip that asks them to cite a piece of evidence that details one way that racism or prejudice has been supported by custom or law.

**Day 2/3 Learning Target:** I can create a solution to promote more inclusive participation in society and government. (8-7.3)

**Warm Up:** Have students share their evidence from the exit slip from the previous class in a whole group classroom discussion.

**Student Discussion:** (This may also be done during the 1st day, depending on class length.): The teacher will use the following website to set-up the classroom in preparation for the world cafe activity, prior to student arrival: <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>. The teacher can use the following questions to develop an activity handout.

World Cafe Leaders: If your discussion reaches a stopping point, use these questions to get the conversation going again.

1. How do you think the conviction affected the Friendship Nine before they were exonerated?
2. Typically when you are exonerated, your records are erased. Why do you think the judge did not erase the records of the Friendship Nine?
3. What rights and privileges are associated with citizenship? What does the Constitution say about citizenship?
4. What are Jim Crow laws and how do they impact citizenship?
5. Do you know of any governmental policy changes that impacted Jim Crow?
6. How did the actions of the Friendship Nine impact the Civil Rights Movement overall?
7. What does the exoneration of the Friendship Nine say about social/political change in South Carolina?
8. What do you think the national and/or global impacts were based on the actions of the Friendship Nine?
9. How are the protests of today similar to and/or different from the protests of the Civil Rights Movement?

**Student Product:** Students should produce a reflective piece of writing that addresses how the protests of the Civil Rights Movement compare to the protests of today. In their writing, they should also provide a solution for a more inclusive society, citing evidence from their reading. Some resources for students to produce this writing include:

- <https://todaysmeet.com/>

- Discussion Board Post
- Blog Post
- Letter to the Friendship Nine, a local government representative, and/or a civil rights organization

**Closure:** Ask students form a circle the classroom. In a whip around (each student gives a response), describe the condition of the Civil Rights Movement in 2016 using 1-3 words. OR Ask students to develop a hashtag describing the conditions of the Civil Rights movement in 2016.

#### Potential Assessment Task

Day 1/2: Document Analysis Sheet & Exit Slip (8-7.2)

Day 2/3: Student Discussion, Solution for Society Product, Whip Around/Hashtag (8-7.3)

#### Resources

*14th Amendment to the U.S. Constitution.* (2015). Retrieved from <https://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html>

*15th Amendment to the U.S. Constitution.* (2015). Retrieved from <https://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html>

*Black codes and Jim Crow laws.* (2016). Retrieved from <http://www.sciway.net/afam/reconstruction/blackcodes.html>

Fausett, R. (2015). *54 years later, South Carolina court clears 'Friendship Nine'.* <http://www.nytimes.com/2015/01/29/us/south-carolina-court-clears-friendship-nine-in-1961-sit-in.html>

*Historical scene investigation.* Retrieved from <http://hsionline.org/>

King, M.L, Jr. (1963). *Letter from Birmingham city jail.* Retrieved from <http://www.thekingcenter.org/archive/document/letter-birmingham-city-jail-0>

Old, J. (2015). *Students stage sit-in following Lexington One's recent grading changes.* Retrieved from <http://www.wistv.com/story/23851415/students-stage-sit-in-following-lexington-ones-recent-grading-changes>

*Our story.* (2015). Retrieved from <http://friendship9.org/timeline/>

*Primary source set: Jim Crow in America.* Retrieved from [http://library.mtsu.edu/tps/sets/Primary\\_Source\\_Set--](http://library.mtsu.edu/tps/sets/Primary_Source_Set--)

[Jim Crow in America.pdf](#)

Sayers, D. & McLaughlin, E. (2015). *S.C. judge tosses sit-in convictions for Friendship 9*. Retrieved from <http://www.cnn.com/2015/01/28/us/south-carolina-friendship-nine-sit-in-convictions-vacated/>

South Carolina Department of Education. Profile of the South Carolina Graduate [PDF document]. Retrieved from [http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate\\_Updated.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate_Updated.pdf)

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

*The rise and fall of Jim Crow*. (2002). <http://www.pbs.org/wnet/jimcrow/php/scribble.php?pic=1>

The Greensboro Sit-In. (2016). Retrieved from <http://www.history.com/topics/black-history/the-greensboro-sit-in>

*Today's meet*. (2008-2016). Retrieved from <https://todaysmeet.com/>

Walsh, D., Raju, M., Bradner, E., & Sloan, S. (2016). *Democrats end House sit-in protest over gun control*. Retrieved from <http://www.cnn.com/2016/06/22/politics/john-lewis-sit-in-gun-violence/>

Watson, L. (2016). *Friendship Nine* [Powerpoint slides].

*World Cafe Method*. (2016). Retrieved from <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

## **Grade 8: Investigation into the Friendship 9**

### **Circle Activity**

#### **Directions:**

1. As you stand in the circle, I will hand you the following paper. When I give the signal, crumple your paper and pass it in the direction I have indicated. When I give the signal, stop passing the paper. The students with the paper will have to use one of the blanks to answer the question, “Why did they sit down?”
2. Once you have written an answer, I will give the signal for another round.

#### **Why Did They Sit Down?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Detectives Log: The Friendship Nine

	Is this document supporting or opposing segregation?	Who is the author? Is there any bias in the document?	What is the date of the document?	Are any laws/customs mentioned in the document? List any examples.	Summarize the document.
Document 1					
Document 2					
Document 3					
Document 4					

Document 5					
Document 6					
Document 7					
Document 8					
Document 9					

Document 10					
Document 11					

1. Whose voices were missing in this investigation? Whose experiences have gone unaccounted? Who else would you like to “hear” from? In what ways does this limit your historical interpretation?

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2. Choose one of the individuals you listened to during this investigation. What additional questions do you have for this person? Come up with a list follow up questions you might ask the individuals who experienced these historic events.

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3. How do you define oral history? To what extent is the use of oral history as documentary evidence limited? What sources could you use to corroborate these accounts?

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